

illustrate the utility of the framework by presenting analysis of data from a larger research project that is employing CHAT to examine civic development in a high school service-learning class.

Activity theory is characterized by a number of elements that are useful to researchers trying to understand service-learning experiences. These include the concepts of mediation, activity systems, and boundary crossing. I will describe the role of these concepts in activity theory and explain their usefulness for analyzing service-learning. I will also provide examples of how these concepts can be used to analyze service learning that are drawn from a qualitative study of a service learning course in which 10th graders from an independent school tutor first graders in a nearby public school.

CHAT analysis can be a powerful tool for service learning because it challenges analysts to focus on the interactions in the service setting. It is in these locations that there is potential for boundary crossing and the opportunity for students to reconsider the ways that they think about the world and the social problem the service seeks to address. Such an analysis requires not only observing the interactions but also understanding the activity systems that are interacting and the cultural and historical nature of the tools that are put to use in service.

References

There were no references provided with this proposal.